

THE BULLETIN

of the

International Council for the Improvement of Reading Instruction

Vol. I, No. 4

April 15, 1949

SPRING MEETING WILL BE HELD MAY SEVENTH

Committee Nominates Nila Banton Smith

The following members of the I.C.I.R.I. have agreed to run for office, and will be voted upon at the May 7 meeting.

President-Nila Banton Smith

Vice President-Edward Myers

Secretary-Treasurer-Millard Black

Executive Council-Regina Heavy

Margaret Robinson

Charles Joyce

Gertrude Williams

Nila Banton Smith needs no introduction to our membership. She is a leader in the field of reading instruction, and well known for her many contributions to the improvement of reading instruction.

Dr. Edward Myers is an Associate Superintendent in the Philadelphia schools, and has done much to stimulate interest in improved reading instruction among his teachers.

Millard Black, the nominee for the secretary-treasurer, is the former headmaster of a private school in Arkansas, and at present is a graduate student at Temple University.

Margaret Robinson, Regina Heavy, Gertrude Williams and Charles Joyce are all active in various aspects of reading instruction.

Miss Robinson is in the Toronto school system, Miss Heavy teaches in the Philadelphia schools, and Miss Williams has recently been made Reading Clinic Director of Division 10-13 of the Washington schools.

Mr. Joyce has operated a Reading Clinic in Rochester, N.Y. for many years.

A demonstration of the wide range of reading abilities which are present in one regular classroom will feature the spring meeting of the I.C.I.R.I. in Philadelphia.

The meeting will be held at the Chestnut Hill Academy, 500 West Willow Grove Avenue, Chestnut Hill, Phila., Pa. at 2:30 o'clock.

Miss Anna Owens, an adjustment teacher at the Kearney School, will be the demonstrator.

Following the large group meeting, those teachers who are primarily interested in reading at the elementary school level will meet for a discussion under the guidance of Dr. Marion Sach, well known elementary school principal at Wayne, Pa.

Secondary teachers will hold their sectional discussion with Miss Rosemary Green, of the Curriculum Office of the Philadelphia schools.

A business meeting for all those interested will be held following the sectional meetings, for important Council affairs.

The most direct way to reach Chestnut Hill Academy is by means of the Chestnut Hill branch of the Pennsylvania Suburban Railroad. Shoppers tickets at low rates are available all day Saturday, and trains can be taken from Broad Street and the North Philadelphia Stations.

Directions: Take the Chestnut Hill Local to the St. Martin's Station. Walk two blocks west to the Academy.

Route 23 cars, running on Germantown Avenue also will take you within walking distance of the Academy.

From the President to our New Members.

In affiliating with the I.C.I.R.I. you have associated yourself with a growing group of educators concerned with needs of children that can be met only by improved instruction in reading.

We are a humble group. While we number among our members the foremost leaders in the field, there is none who feels that he has the whole solution to the problem we recognize. Instead, we unite to give and to receive what help we can in its ultimate solution.

Be assured that no member of the Council looks to it for aggrandizement or gain. There is no officer who would not gladly relinquish his post to a better-qualified member willing to serve.

Some of you are located at great distances from our headquarters at Temple University. Be assured, too, that that ultimately will be of no consequence. We are grateful to Temple for the facilities it gives us. But, as an international council, we hold no unswerving allegiance to any one institution or community. The needs of children are too wide-spread to permit us to do so.

As with any dynamic association there will be problems of equable representation of all members in conducting its affairs. That, too, will be of no consequence. Other far-reaching organizations provide us with patterns of fair representation. Our constitution can and will be amended, for no clique is attempting to monopolize control.

Your duties as a new member can be simply stated. First, charge yourself with increasing your knowledge of how children learn to read. Second, apply your knowledge in instruction. Third, through the channels provided by the I.C.I.R.I. spread your knowledge and encourage others to apply it.

The I.C.I.R.I.'s channels are:

1. Interchange of knowledge and experiences through meetings of members in small councils and in large assemblies.
2. Interchange of knowledge and experiences through the pages of the I.C.I.R.I. Bulletin.

3. The wide-open invitation for all who are concerned with the improvement of reading instruction to join the I.C.I.R.I.

4. The opportunity, through the membership of the I.C.I.R.I., to present problems in reading instruction to the authority most likely to know its solution.

We are an association in which we give as well as receive. Give help and ask for it. Do this in local councils and do it in the International Council. Where your voice will not carry, use the mails. The I.C.I.R.I. Bulletin is our medium of communication.

And so, welcome!

Eugene W. Shronk,
President.

Picnicking Possibilities

It has been suggested that any members who wish to picnic before or after the meeting on May 7 come prepared to visit Valley Green on the Wissahickon.

The picnic area is not far from

The picnic area is part of Fairmont Park, and is not far from the Chestnut Hill Academy campus.

International Council
for the Improvement
of Reading Instruction

Room 1000, Carnell Hall
Temple University
Philadelphia 22, Pa.

- ☐ Please send me information about the I.C.I.R.I.
- ☐ Please enroll me in the I.C.I.R.I.
- ☐ Please renew my membership in the I.C.I.R.I.

Name _____

Address _____

School _____

Position _____

PLANNING AND GUIDING THE SIMULTANEOUS ACTIVITIES OF SEVERAL READING GROUPS

(Continued from Page 2)

Movement and noise in the activities of the various groups must be considered. So also must be the need for teacher participation. A chart may be helpful in the planning of those teachers who are graphic-minded. Glancing at it, the teacher may see that group A can proceed on alone on Monday, group B needs help the first of the period and the teacher should be with group C the latter part of the period. One aspect of planning is to insure that all groups do not demand attention at once. The teacher has to plan the reading schedule just as the high school principal plans the schedule of classes.

The children have a place in this planning, too, but each group must recognize that its plans have to fit in the schedule with the plans of the other groups. A general meeting, with each group reporting what they expect to do the next day, permits the teacher to work out with the total group a tentative schedule, into which he can fit brief periods of work on particular needs which the children themselves have failed to recognize.

The next step is detailed preparation usually a day-to-day procedure. Assignments must be carefully worked out to clear up any confusions that the children may have. The brief planning period at the end of the group work in reading lays the groundwork for both pupils and teacher in clearly defining the procedure for the following day. The responsibility of foreseeing possible problems and misunderstandings lies with the teacher. It is valuable to jot down the important points of assignments, such as the interesting question, the summary sentence, the suggestions for further reading, and the evaluation procedure.

Another aspect of this detailed preparation is a consideration of materials which may be called for. As far as possible children should care for and have free access to materials in their classroom. In some cases, however, a reading lesson calls

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REPORT OF THE PRESIDENT

Members of the I.C.I.R.I. are entitled to an explanation of the apparent inactivity of the Council during the past few months.

Organizational problems were at the root of the trouble.

At the meeting of the Council held at Mitten Hall, Temple University, Nov. 22, 1947, a constitution was adopted which provided for the election of officers at a subsequent meeting. (The Constitution is reproduced on pages 9 to 11 of the issue of the Bulletin.) Accordingly, the meeting was held at Temple University on March 13, 1948, and the following officers elected:

President, Eugene W. Shronk
 Vice-President, Ethel Maney
 Treasurer, Mason A. Watson
 Delegates to the Executive Board,
 for two years:
 Dorothy M. Green
 Gertrude H. Williams
 for one year:
 Patrick A. Killgallon
 David Haimbach

Reference to the constitution revealed that another election must be held at the annual meeting in May. It was at once apparent that it was impossible to comply with the provision for the election of a nominating committee. However, an annual meeting was held in May at Temple University and the difficulty explained. Because no better solution was forthcoming, it was agreed that the previously elected officers were to be considered as elected again for the term beginning at that time. Technically, this solution is not constitutionally valid.

More serious difficulties arose when the tacitly elected officers attempted to act as an Executive Board. These difficulties fall into three classifications:

First, a very limited treasury prevented elaborate plans for publications

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PLANNING AND GUIDING THE SIMULTANEOUS
ACTIVITIES OF SEVERAL READING GROUPS
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for objects and aids not customarily a part of the classroom. If polliwogs are the current absorbing interest of one group, the teacher should have available a number of readable books in which to find the answers to questions which will inevitably be raised in discussion. (The children themselves are likely to bring in the polliwogs.) The pictures to study along with a story of life in Denmark have to be at hand when the story is read. Some of the value is lost if the pictures are produced three days later.

In one of the Philadelphia Workshop demonstration groups last summer, some of the boys were planning to build a model barn. "We need some long sticks," said one. "See if you can find anything useful in the woodbox," suggested the teacher. Four long sticks, quite suitable, were found. "That wood wasn't there yesterday," someone observed to the teacher. "You must have put it there last night," The work moved ahead smoothly because the teacher had foreseen what might arise and had adequately prepared for it.

A final and highly important phase of the planning and guidance is the evaluation that follows the work of the day or the week or the unit. Part of the evaluation is a cooperative effort in which children and teacher together look at what they tried to do, how well they did it, and ways in which they will modify their procedure in order to better accomplish what they set out to do. The teacher needs, too, an objective look at excellent points and weak points in the carrying out of the plans. Starting with his initial statements of what the children need, he examines step by step his plans and their execution.

This act of honest evaluation is one of the greatest aids to growth in learning and teaching I know. It guards against bleak despair after a day when things, to state it mildly, did not go smoothly. When one can say, "This is what we were trying to accomplish and we did make some progress," There is motivation for trying again.

But because of the analysis, the next try will be better adapted to the interests and the ability level of the children.

Planning and guiding several groups is a big job, but many teachers are doing it successfully every day, and more are gradually improving their ability through sincere efforts. They count the arduous time of preparation well-spent, for the enjoyment and satisfaction they and their children find in the reading process.

REPORT OF THE PRESIDENT
(Continued from Page 3)

or meetings. It precluded employment of the secretarial help essential to a functioning office.

Second, because of the widely scattered residences of the officers, a fully attended meeting of the Executive Board was impossible. Those officers who could attend meetings, even with the help of other members of the Council, simply could not give the time to the Council necessary for its proper organization and operation.

Third, the Constitution, while making provision for chartering local study groups, did not separate the Executive Board from the group which had met several times at Temple University.

The Temple group had been the Council, but as a local organization it made no provision for rendering service to members who could not attend its meetings. There was no way of deciding whether the officers were elected to serve the local group or to organize the Council on a larger basis, planning service to all members near and far. This dilemma extended even to the requirements of the Constitution concerning the holding of meetings.

Faced with these difficulties, and after consulting with Dr. Betts, Dr. Stauffer, and several members of the Council and of the Executive Board, I have exceeded my authority in order to get action. I am attempting to follow the spirit of the Constitution rather than
(Continued on Page 5, Column 1)

Section 2: The officers of the Executive Board, including the Chairmen of the Executive Committees, shall be elected for a term of three years by a plurality of the delegates voting at a regular triennial Assembly of the International Council.

Section 3: The members of the Permanent Executive Committees other than the Chairmen shall be chosen by the President with the advice of the respective Executive Committee Chairmen.

Section 4: The Permanent Executive Committees shall be the:

- a. Publications Committee
- b. Legislative Committee
- c. Judicial Committee
- d. Auditing Committee
- e. Research Committee
- f. Organization Committee

Section 5: An Executive Secretary shall be elected by a majority of the membership of the Executive Board. He or she shall continue in office until another is elected to that office. He or she must be a member of the International Council but must not be a member of the Executive Board.

Section 6: The Executive Secretary shall:

- a. maintain the office for the transacting of the business of the International Council and of the Executive Board;
- b. carry out duties mandated to him or her by the Assembly or by the Executive Board;
- c. advise the Executive Board, but not vote with it;
- d. act as secretary for the Executive Board.

Section 7: The Executive Board shall:

- a. elect active members-at-large where no Local Council exists near the residence of the proposed member;
- b. elect sustaining members-at-large;
- c. charter Temporary Study Groups to investigate particular phases of reading instruction;
- d. charter Local Councils for the Improvement of Reading Instruction in communities or institutions on petition of five or more members;

e. charter Councils intermediate between the Local Councils and the International Council on application of a majority of the Local Councils concerned;

f. charter pre-existing groups or organizations with interests related to the improvement of reading instruction on terms agreed upon by two-thirds of the members of the Executive Board, provided such groups or organizations accept the purposes of the International Council and agree to abide by the Constitution, the Acts of the Assembly, and the Rules of the Legislative Committee;

g. require all its chartered Groups and Councils to report their activities periodically to the Executive Board;

h. require all Local Councils to collect and pay over to the Executive Board dues and assessments to the amounts determined by the Assembly;

i. collect dues and assessments from members-at-large;

j. carry out all activities assigned to it by the Assembly;

k. function within the limits set by this Constitution and the Recorded Acts of the Assembly;

l. choose and publish to all members the exact dates and places for the Assembly, provide for its comfort and convenience, fill the offices of the Assembly until a new set of officers has been legally elected, and inaugurate the new officers;

m. arrange for additional meetings of the International Council other than those of the triennial Assembly;

n. encourage and coordinate the work of the Local and Intermediate Councils;

o. fill vacancies in the Executive Board that occur between the Assemblies by a majority vote;

p. appoint a nominating committee three months before the Assembly to prepare ballots that shall bear the names of all the candidates for whom a petition is received bearing the names of twenty members, or who are endorsed by three local groups, or who are recommended by a majority of the members of the Executive Board. Space on each ballot shall be provided for write-in of other candidates nominated from the floor of the Assembly;

q. expel or suspend members or revoke or suspend charters when required to do so by decision of the Judicial Committee;

r. permit Local, Intermediate or International Councils temporarily to affiliate with organizations or related interests

and purposes by two-thirds majority vote of the Executive Board membership.

Section 8: The Publications Committee shall supervise the publications of the International Council. It shall publish, for the benefit of the Council members, the proceedings and Acts of the Assembly, the activities of the Local, Intermediate, and International Councils and of the Study Groups, the Rules of the Legislative Committee, the proposed amendments to this constitution, the decisions of the Judicial Committee, research findings pertinent to the improvement of reading instruction, and expert opinions where scientific data are unavailable.

Section 9: The Legislative Committee shall:

- a. Make rules governing the acts of the Local, Intermediate, and International Councils and of their officers and members, where such authority is delegated by the Assembly;
- b. provide the Publications Committee with copies of proposed amendments to this Constitution when such amendments are sponsored by three or more Local Councils or by two-thirds of the members of the Executive Board;
- c. provide the Publications Committee with copies of the Rules adopted by the Legislative Committee;
- d. help Local and Intermediate Councils formulated their constitutions, laws, rules or order, etc.

Section 10: The Judicial Committee shall:

- a. decide all question concerning the interpretations of this Constitution, the Acts of the Assembly, or the Rules of the Legislative Committee;
- b. judge appeals from the actions of Local or Intermediate Councils where there is disagreement concerning the interpretation of the Local or Intermediate Council Laws, Rules, Acts, Motions, etc.;
- c. review Local and Intermediate Council Laws, Rules, etc., for possible conflict with this Constitution, the Acts of the Assembly, or the Rules of the Legislative Committee;
- d. Require the Executive Board to suspend or expel members or to suspend or revoke charters of Councils or Study Groups that fail to abide by Judicial Committee decisions.

Section 11: The Auditing Committee shall:

- a. set up a uniform auditing system for all groups chartered by the Executive Board;
- b. periodically audit all books of the Executive Board, its committees and its Chartered Councils and Study Groups;
- c. audit and impound, where necessary, the books of any group subscribing to this constitution without previous warning.

Section 12: The Research Committee shall coordinate the work of the members and of the Study Groups engaged in research in reading, supporting and encouraging needed study, and shall recommend research findings to the Publications Committee for publication.

Section 13: The Organization Committee shall:

- a. solicit members-at-large and instruct them in the procedures for establishing new Local Councils;
- b. encourage the chartering of new Councils;
- c. advise Local and Intermediate Councils on problems relating to organization;
- d. advertise the work of the International Council so that others may become aware of the benefits of membership.

Article V - Assembly

Section 1: The legislative authority and the responsibility for determining general policy shall be vested in the Assembly.

Section 2: The Assembly shall convene every third year.

Section 3: The Assembly shall be made up of delegates (or their alternates) from the Local Councils. Each Local Council may send one delegate for each twenty-members or fraction thereof. Each Local Council is entitled to at least one delegate.

Section 4: Alternates may be sent by the Local Councils to the Assembly to vote in the absence of their delegates.

Section 5: If three years pass after an Assembly without the Executive Board publishing the place and time of the next Assembly, the president of any Local or

Intermediate Council may correspond directly with the presidents of other Local or Intermediate Councils for the purpose of setting a time and place to hold the Assembly.

Section 6: All members of the Executive Board are ex-officio voting members of the Assembly.

Section 7: The recorded Acts of the Assembly shall be the Law of the International Council unless the Act be judged by the Judicial Committee not in accord with the Constitution.

Section 8: Limited legislative authority may be assigned by the Assembly to the Permanent Legislative Committee, but the Committee's Rules may be vetoed by a two-thirds majority of the Executive Board or by a simple majority of the delegates voting at an Assembly.

Section 9: The Assembly shall have the power to elect advisory members by a three-quarters vote of the delegates voting at the Assembly.

Article VI - Advisory Council

Section 1: The International Advisory Council for the Improvement of Reading Instruction consisting of outstanding men and women interested in the improvement of reading instruction, shall be a cabinet of advisors to the Assembly, the Executive Board, its appointees, and its chartered Councils and Study Groups.

Section 2: Advisory members shall continue in the Advisory Council for life.

Section 3: The Advisory Council shall make its own rules and elect its own officers, but its members shall be chosen by the Assembly or by the Executive Board. The Advisory Council may recommend prospective Advisory members to the Executive Board or to the Assembly.

Article VII - Dues

Section 1: Dues and assessments shall be fixed by the Assembly for defraying its own expenses and those of the Executive Board.

Section 2: Local and Intermediate Councils shall set their own dues and assessments

for defraying their own expenses within the limits set by the Assembly.

Section 3: The treasurer of each Local Council shall collect and pay over to the proper authorities all dues and assessments levied on the members of such Local Council.

Article VIII - Amending

Section 1: If three or more Local Councils or two-thirds of the members of the Executive Board sponsor a proposed amendment to this constitution and so petition the Legislative Committee, the Legislative Committee shall require that the Publications Committee publish the proposed amendment.

Section 2: This Constitution shall be amended when the proposed amendment has been passed by a three-quarters majority of the delegates voting at a meeting of the Assembly or by ratification of three-quarters of the members voting at regularly called meetings of three-quarters of the Local Councils.

Section 3: The International Council for the Improvement of Reading Instruction may allow any of its Chartered Councils or Study Groups to affiliate with organizations of related interests and purposes or may itself affiliate with such an organization by amending this Constitution to recognize as permanent any temporary affiliation allowed by the Executive Board.

Section 4: Amendments to this Constitution shall become Sections, numbered serially, of Article IX of this Constitution.

Article IX - Amendments

Section 1: (For future amendments)

* * * *

Treasurer's Report

Balance 3/1/49	196.75
New Memberships	20.00
Total	216.75
Expenses	8.32
Balance 4/15/49	208.43

Mason Watson, Treasurer

ALTERNATE PROPOSAL

of an

AMENDMENT TO THE CONSTITUTION OF THE
INTERNATIONAL COUNCIL FOR THE IMPROVEMENT
OF READING INSTRUCTION:

Because the purposes of the International Council for the Improvement of Reading Instruction cannot be fully attained under a strict interpretation of the existing constitution, the officers of the Council, duly elected under this Constitution at the annual meeting, May 7, 1949. are hereby authorized to perform any act which they deem necessary to the accomplishment of the aforementioned purposes, provided that:

1. All such acts, not specifically authorized by the Constitution shall be reported to the membership in the issue of the I.C.I.R.I. Bulletin next succeeding the performance of the acts.
2. A report of the Treasurer, as of the latest possible date, including a statement of all receipts and expenditures, shall be published in each issue of the I.C.I.R.I. Bulletin.
3. The President, with the advice of the elected officers shall appoint a Constitution Revision Committee, which shall be charged with the duty of proposing amendments to this Constitution, which amendments shall be designed to revise the organization of the International Council for the Improvement of Reading Instruction to the end that its purposes can be achieved. It shall be the duty of the President to cause the publication of the proposed amendments in the I.C.I.R.I. Bulletin not later than March 1, 1950.

Can You Write?

Have you had some experiences in teaching your classes which you would like to share with other teachers?

The Bulletin is interested in printing helpful articles for teachers written by teachers in the field.

Your practical suggestions, short or long, will be welcomed by the editor. Send any suggestions or manuscripts to him at Room 1000, Carnell Hall, Temple University, Phila. 22, Pa.

I.C.I.R.I. Program for the Future

So that Local Councils may plan their programs to correspond with the activities of the International Council if they desire, the Program Committee has made public the following program for the next three years:

1949-1950

Differentiated Instruction

September-Differentiated Instruction in the Curriculum Areas.

November-Grouping in the Classroom.

January-How to Avoid the Pitfalls which Appear to Teachers When they Group.

April-Materials Which Can be Used in Differentiating Instruction.

1950-1951

Developing Comprehension

September-The Factors Involved in Reading Comprehension.

November-The Purposes of Developing Comprehension Skills in Reading Instruction.

January-Developing Concepts.

April-Testing Comprehension.

1951-1952

Critical Reading

The New Bulletin

Plans were put under way for a bigger and better Bulletin at a meeting of the Bulletin Committee recently.

Four issues per year, in September, November, January and April, will be published in the future.

The major purpose of the Bulletin will be to keep the membership informed on the overall program of the International Council. A special effort will be made to provide Local Councils with materials around which local programs can be built.

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